In the growing awareness of his role as a partner in nature, man may develop a new humility. The old idea that man is independent from his natural surroundings and that he can lead an existence apart from the limitations of the planet where he lives must give way to the realization that he is bound by the same laws that govern the activity of all members of the biosphere. The emphasis in teaching and learning must shift from the measurement of finite things to the study of processes, of the relationships between the various creatures and dynamic forces in the universe.

As man comes to a better understanding of his total environment and develops an appreciation for the interrelationships among all living things, he will be able to play a more harmonious role in the world. Following the era of chaotic transition of today, one hopes that a total environmental concept on a global basis will eventually be established. This would involve a shift from unthinking individual action to responsible group action; from technological exploitation of nature to a technologically aided movement toward natural rhythms and balance; from nationalism to internationalism; and from alienated cultures and societies to a realistic world society. Without these changes, mankind is not likely to survive through the next century.

NOTES

1. Van Rensselaer Potter, *Bioethics: Bridge to the Future* (New York: Prentice-Hall, 1971).

2. "Kennan Proposes New U.S. Society," *New York Times* (April 24, 1972).

Index
The Social Studies

VOLUME LXVII

JANUARY - DECEMBER 1976

ARTICLES

(Alphabetically by Author's Name)

226 Adams, David Wallace *Social Studies as Social Reconstruction: A Hypothetical Case*

213 Aschermann, Jerry R. *Latitude or Seattle?*

99 Banks, James A. *Pluralism, Ideology, and Curriculum Reform*

214 Bowman, Clair M., Sr. *Writing Thought-Provoking Test Questions*

57 Bowman, James S. *Tackling the Ecological Elephant: Teaching Environmental Politics*

76 Brodbelt, Samuel *Prerequisite for a Consumer: An Inspection of Advertising in the Classroom*

204 Brown, Sheldon *Future Studies and the Bicentennial*

125 Busey, James A. *What Is a Republic?*

248 Bushman, John H. *Discussion: A Must for Classroom Learning and Community Living*

35 Cacha, Frances B. *Holidays in Anticipation of Spring*

200 Chalmers, F. Graeme *Design as a "Social" Study*

115 Cooper, Lee B. *Oral History, Popular Music, and Les McCann*

257 Crawford, Dean A. *The State of the New Social Studies: II. In Minnesota*

63 Deming, Basil S. *Sequencing Intellectual Skill Development in the Social Studies*

217 Dick, James, and Donald D. Leopard *Africa in the Secondary Schools: Some Problems and Recommendations*

238 Diem, Richard A. *Field Based History*

118 Dobrowolski, Alex *The Comic Book Is Alive and Well and Living in the History Class*

51 Dornbusch, Sanford M.; Celestino Fernandez; and Grace Carroll Massey *High School Students' Perceptions of Social Studies*

In the growing awareness of his role as a partner in nature, man may develop a new humility. The old idea that man is independent from his natural surroundings and that he can lead an existence apart from the limitations of the planet where he lives must give way to the realization that he is bound by the same laws that govern the activity of all members of the biosphere. The emphasis in teaching and learning must shift from the measurement of finite things to the study of processes, of the relationships between the various creatures and dynamic forces in the universe.

As man comes to a better understanding of his total environment and develops an appreciation for the interrelationships among all living things, he will be able to play a more harmonious role in the world. Following the era of chaotic transition of today, one hopes that a total environmental concept on a global basis will eventually be established. This would involve a shift from unthinking individual action to responsible group action; from technological exploitation of nature to a technologically aided movement toward natural rhythms and balance; from nationalism to internationalism; and from alienated cultures and societies to a realistic world society. Without these changes, mankind is not likely to survive through the next century.

NOTES

1. Van Rensselaer Potter, *Bioethics: Bridge to the Future* (New York: Prentice-Hall, 1971).

2. "Kennan Proposes New U.S. Society," *New York Times* (April 24, 1972).

Index
The Social Studies

VOLUME LXVII

JANUARY - DECEMBER 1976

ARTICLES

(Alphabetically by Author's Name)

226 Adams, David Wallace *Social Studies as Social Reconstruction: A Hypothetical Case*

213 Aschermann, Jerry R. *Latitude or Seattle?*

99 Banks, James A. *Pluralism, Ideology, and Curriculum Reform*

214 Bowman, Clair M., Sr. *Writing Thought-Provoking Test Questions*

57 Bowman, James S. *Tackling the Ecological Elephant: Teaching Environmental Politics*

76 Brodbelt, Samuel *Prerequisite for a Consumer: An Inspection of Advertising in the Classroom*

204 Brown, Sheldon *Future Studies and the Bicentennial*

125 Busey, James A. *What Is a Republic?*

248 Bushman, John H. *Discussion: A Must for Classroom Learning and Community Living*

35 Cacha, Frances B. *Holidays in Anticipation of Spring*

200 Chalmers, F. Graeme *Design as a "Social" Study*

115 Cooper, Lee B. *Oral History, Popular Music, and Les McCann*

257 Crawford, Dean A. *The State of the New Social Studies: II. In Minnesota*

63 Deming, Basil S. *Sequencing Intellectual Skill Development in the Social Studies*

217 Dick, James, and Donald D. Leopard *Africa in the Secondary Schools: Some Problems and Recommendations*

238 Diem, Richard A. *Field Based History*

118 Dobrowolski, Alex *The Comic Book Is Alive and Well and Living in the History Class*

51 Dornbusch, Sanford M.; Celestino Fernandez; and Grace Carroll Massey *High School Students' Perceptions of Social Studies*

167 Doty, C. Stewart *Organizing an Individualized History Media Production Course*

152 Douglas, Ella D. Lewis *A Bicentennial Review of the Black Contribution to American History*

266 Draves, David D. *Four Carbons: Written Communication in Simulation Gaming*

157 Easton, Stanley E. *Why Teach Contemporary Affairs?*

7 Econopouly, Nicholas, and Donald Parker *Teaching Civil Liberties by the Case Method*

188 Egan, Kieran *Myth, Romance, Philosophizing, Irony, and the Social Studies Curriculum*

120 Egan, Kieran *Structural Communication in the Social Studies Class*

259 Feldbaum, Eleanor; Patricia A. Hook; and Morris J. Levitt *Simulation Is Stimulation in an Introductory Course*

136 Ferle, Helen L. *The "Pioneers" Revisited*

51 Fernandez, Celestino; Sanford M. Dornbusch; and Grace Carroll Massey *High School Students' Perceptions of Social Studies*

128 Finn, Peter *Transportation Education and the Social Studies*

106 Garrett, Larry N., and R. James Heyl *A Temporal-Inquiry Teaching Model: A Practical Response to the Inquiry Methodology*

147 Gross, Richard E. *The Social Studies Teacher: Agent of Change?*

178 Gustavson, Carl G. *History for Today*

271 Hemmer, William B. *The Role of Values in Shaping the Human Environment*

221 Herman, Wayne L., Jr. *Which Activities for Elementary Social Studies?*

106 Heyl, R. James, and Larry N. Garrett *A Temporal-Inquiry Teaching Model: A Practical Response to the Inquiry Methodology*

259 Hook, Patricia A.; Morris J. Levitt; and Eleanor Feldbaum *Simulation Is Stimulation in an Introductory Course*

14 Hurst, Joe B., and Daniel L. Merritt *Pre-Structured and Semi-Structured Role Playing*

243 Hurst, Joseph B., and Steven J. Weiss *Infusing Economics into the Social Studies*

111 Kavett, Hyman *Archeological Techniques for the Classroom and Museum Museum*

163 Kelton, Dave *Economics in the Elementary School*

79 Kirby, Darrell *Unit Teaching: The VTR Can Help*

191 Kourilsky, Marilyn *Perceived versus Actual Risk-Taking in Mini-Societies*

252 La Cagnina, Giulia R. *Had a Good Class Discussion Lately?*

217 Leopard, Donald D., and James Dick *Africa in the Secondary Schools: Some Problems and Recommendations*

259 Levitt, Morris J.; Patricia A. Hook; and Eleanor Feldbaum *Simulation Is Stimulation in an Introductory Course*

164 Link, Michael A. *Should Philosophy Be Taught to High School Students?*

241 Lipsky, William *Using the Textbook as a Curriculum Resource Center*

32 MacDougal, Robert *William Lloyd Garrison and the Role of the Moral Extremist*

51 Massey, Grace Carroll; Sanford M. Dornbusch; and Celestino Fernandez *High School Students' Perceptions of Social Studies*

206 McCollum, Daniel *Electricity: A Case Study in Developing Environmental Awareness*

14 Merritt, Daniel L., and Joe B. Hurst *Pre-Structured and Semi-Structured Role Playing*

19 Meyer, Lysle E. *The American Image of South Africa in Historical Perspective*

171 Mickolus, Edward F. *Models of the United Nations: Contemporary Developments in Research and Teaching*

175 Monahan, Dan *World History: Need It Be from Adam to Atom?*

254 Nelson, Murry R., and John E. Searles *The State of the Social Studies: I. In Pennsylvania*

154 Ognibene, Richard, and Cynthia Winter *The Numbers Game: A Values Clarification Strategy*

66 Ohles, John F. *Pioneer Writers of Social Studies Textbooks*

10 Olmo, Barbara G. *Simulations: Do it Yourself*

7 Parker, Donald, and Nicholas Econopouly *Teaching Civil Liberties by the Case Method*

235 Patton, William, and William W. Wilen *Decision-Making: Crucial Steps between Inquiry and Social Action*

69 Peiser, Andrew *The Education of Women: A Historical View*

73 Pietrovito, Patrick J. *Socialization in Legal Norms as Part of a High School Curriculum*

113 Poetker, Joel S. *Preparing for Essay Tests*

3 Purmont, Jon E. *Environmental History: A New Challenge for the Social Studies*

30 Roberts, Godfrey *Population Education and Value Analysis*

160 Rodgers, David W. *Protest: Development of a Concept*

132 Rowley-Rotunno, Virginia *Project LEAP: A New Approach to Teacher Education in Environmental Studies*

254 Searles, John E., and Murry R. Nelson *The State of the New Social Studies: I. In Pennsylvania*

206 Sitton, Thad Edward, Jr. *The Pedagogy of Cultural Shock*

60 Waters, Louise *Why Teach White Studies?*

243 Weiss, Steven J., and Joseph B. Hurst *Infusing Economics into the Social Studies*

194 Westfall, William *Laws, Lessons, and Learning in History*

235 Wilen, William W., and William Patton *Decision-Making: Crucial Steps between Inquiry and Social Action*

154 Winter, Cynthia, and Richard Ognibene *The Numbers Game: A Value Clarification Strategy*

27 Wong, William Sheh *The Educational Thought of Mao Tse-tung*

BOOK REVIEWS

(Alphabetically by Authors' Names)

(Reviewers' Names in Parentheses)

81 Aran, Kenneth, and Herman Arthur, et al. *The History of Black Americans: A Study Guide and Curriculum Outline* (Carlisle)

92 Barber, James David, ed. *Choosing the President (The American Assembly)* (Koenig)

139 Boyle, Donzella Cross *Quest of a Hemisphere* (Lottich)

181 Braude, Lee *A Sense of Sociology* (Neely)

182 Brodie, Fawn *Thomas Jefferson: An Intimate History* (Horsman)

40 Chase, James S. *Emergence of the Presidential Nominating Convention, 1789-1832* (Thompson)

89 Chitambar, J.B. *Introductory Rural Sociology* (Loomis)

183 Crewe, Ivor, ed. *British Political Sociology Yearbook. Vol. I. Elites in Western Democrary* (Jaher)

40 Crick, Bernard *Political Theory and Practice* (McDonald)

41 Dargo, George *Roots of the Republic: A New Perspective on American Constitutionalism* (Dennison)

86 Deloria, Vine *Behind the Trail of Broken Treaties: An Indian Declaration of Independence* (Smith)
39 Diamond, Sander A. *The Nazi Movement in the United States 1924-1941* (Bell)
84 Divine, Robert A. *Foreign Policy and United States Presidential Elections* (Errico)
89 Duram, James C. *Norman Thomas* (Seidler)
138 Engle, Eloise, and Arnold S. Lott *America's Maritime Heritage* (Heitzmann)
142 Franck, Thomas M., and Edward Weisband *Resignation in Protest: Political and Ethical Choices between Loyalty to Team and Loyalty to Conscience in American Public Life* (Brister)
139 Gaglione, Anthony, and Abraham Yeselson *A Dangerous Place: The United Nations as a Weapon in World Politics* (Gross)
86 Gati, Charles, ed. *Caging the Bear: Containment and the Cold War* (Paterson)
81 Gay, Peter *Style in History* (Dorpalen)
92 Griffith, Ernest S. *A History of American City Government: The Conspicuous Failure, 1870-1900; A History of American City Government: The Progressive Years and Their Aftermath, 1900-1920* (Miller)
82 Gustafson, Neil C. *Recent Trends/Future Prospects: A Look at Upper Midwest Population Changes* (Fitch)
38 Harward, Donald W., ed. *Crisis in Confidence: The Impact of Watergate* (Mosher)
88 Hirschfelder, Arlene B., comp. *American Indian and Eskimo Authors: A Comprehensive Bibliography* (Satz)
88 Howe, James R., and the Staff of the Overseas Development Council *The U.S. and the Developing World: Agenda for Action* (Marcus)
228 The Institute for Contemporary Curriculum Development *The City: Promise and Problems* (Adomanis)
83 Johnson, Donald J., and Jean E. Johnson *Through Indian Eyes* (Embree)
38 Jones, Alfred Haworth *Roosevelt's Image Brokers: Poets, Playwrights and the Use of the Lincoln Symbol* (Ekirch)
227 Kaufman, Draper L. *Futurism and Future Studies* (Ferkiss)
140 Knollenberg, Bernhard *Growth of the American Revolution, 1766-1775* (Di Bacco)
182 Lehovich, Dimitry V. *White against Red, The Life of General Anton Denikin* (Foust)
181 Lessnoff, Michael *The Structure of Social Science: A Philosophical Introduction (Studies in Sociology)* (Boskoff)
85 Leuchtenburg, William E. *A Troubled Feast: American Society Since 1945* (Dougherty)
87 Lindsey, David *Andrew Jackson and John C. Calhoun* (Shapers of History) (Deusen)
137 Lipset, Seymour Martin, and David Riesman *Education and Politics at Harvard* (Spaeth)
93 Littrell, Franklin, and Hubert G. Locke, eds. *The German Church Struggle and the Holocaust* (Zeender)
42 Marshall, Rosalind K. *The Days of Duchess Anne: Life in the Household of the Duchess of Hamilton, 1656-1716* (Weber)
83 Minear, Richard H., ed. *Through Japanese Eyes* (Hane)
91 Morris, A.J. Anthony *Radicalism against War 1906-1914: The Advocacy of Peace and Retrenchment* (Stromberg)
85 Mosher, Frederick C., and others *Watergate, Implications for Responsible Government (Official commissioned Report to the Senate Watergate Committee)* (Harward)
140 Newton, Richard F., and Peter F. Sprague *The Newspaper in the American History Classroom* (Shannon)
39 Noggle, Burl *Into the Twenties: The United States from Armistice to Normalcy* (Burton)
44 Owen, Marguerite *The Tennessee Valley Authority* (Wessel)
42 Parekh, Bhikhu, ed. *Color, Culture, and Consciousness: Immigrant Intellectuals in Britain* (Record)
88 Penney, Sherry *Patrician in Politics: Daniel Dewey Barnard of New York* (Ellis)
41 Petras, James, ed. *Latin America from Dependence to Revolution* (Worchester)
37 Phillips, Richard C. *Teaching for Thinking in High School Social Studies* (Gross)
41 Popperwell, Ronald G. *Norway* (Krosby)
138 Postman, Neil, and Charles Weingartner *The School Book* (Kaylor)
94 Rigby, Andrew *Alternative Realities: A Study of Communes and Their Members (International Library of Sociology)* (Kanter)
182 Sanders, William B., ed. *The Sociologist as Detective: An Introduction to Research Methods* (Roucek)
141 Sayles, George O. *The King's Parliament of England* (Lyon)
91 Schnapper, M.B., ed. *Presidential Impeachment: A Documentary Overview* (Kelly)
42 Seybolt, Peter J., ed. *Through Chinese Eyes* (Cameron)
87 Sievers, Harry J., ed. *Six Presidents from the Empire State* (Chessman)
82 Spanier, John, and Eric M. Uslaner *How American Foreign Policy is Made* (Graber)
84 Stewart, John G. *One Last Chance: The Democratic Party, 1974-76* (Lindsey)
93 Weinstein, Deena, and Michael A. Weinstein *Living Sociology: A Critical Introduction* (Neely)
181 Whitten, N.E., Jr. *Black Frontiersmen: A South American Case* (Bowser)
43 Whitten, Phillip *The Study of Society* (Boskoff)
141 Wildes, Harry Emerson *William Penn* (Brown)
43 Wilson, James Q. *Political Organization* (Penniman)
37 Wise, Helen D. *What Do We Tell the Children? Watergate and the Future of Our Country* (Adomanis)